

Support for the
Implementation
of Essential Skills Wales

Planning Documents: Communication

Entry level 1 – Level 4

Section 2 – Planning

This section contains planning documents for each of the three ESW qualifications in Communication, Application of Number and ICT at levels Entry 1 – Level 4. These documents are useful in identifying opportunities for assessment of relevant skills. In many instances it may be helpful for learners to negotiate the most appropriate opportunities in the aim of promoting a learner-centred approach/candidate ownership. At the higher levels this is a requirement.

In addition, a range of opportunities for teaching and learning should also be identified and made explicit to candidates in order to promote effective skill development and transfer. It is important to note that teaching and learning should not be 'assessment driven'.

Using the Grids

- Text presented in red should be replaced with suggested context/topic or by deleting an option, as appropriate. In some instances it may be necessary to identify more than one opportunity, or to add more detail.
- Pertinent aspects of performance criteria detailed in the first column have been underlined.
- Activities or tasks may be connected with education, training, work and social roles.

NB A template only is provided for Level 4 since candidates must independently decide upon relevant strategies

ESW PLANNING DOCUMENTS - COMMUNICATION

Essential Skills Wales: Communication Entry Level 1		
Skill/s to be developed	Context	Portfolio Evidence
CE1.1 Speaking and listening		
C1.1.1 Understanding and responding to spoken language <u>in a face-to-face situation</u> .	Face-to-face discussion with another person about topic .	
CE1.1.2 Speaking to communicate <ul style="list-style-type: none"> • basic information • feelings • opinions • questions on familiar topics, using appropriate language.		
CE1.1.3 Taking part in discussion with <u>another person in a familiar situation about familiar topics</u> .		
CE1.2 Reading		
CE1.2. Reading, understanding and obtaining information on <u>familiar everyday topics</u> from short documents.	Reading about topic , in preparation for an informal discussion / writing a short document .	
CE1.3 Writing		
CE1.3.1 Writing a short document to communicate information to a <u>familiar given audience</u> in a <u>given</u> format, using appropriate language.	Writing a type of document about topic for an audience of audience .	

ESW PLANNING DOCUMENTS - COMMUNICATION

Essential Skills Wales: Communication Entry Level 2		
Skill/s to be developed	Context	Portfolio Evidence
CE2.1 Speaking and listening		
CE2.1.1 Understanding and responding to spoken language in a <u>face-to-face</u> situation.	Face-to-face discussion with at least two other people about topic .	
CE2.1.2 Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions on familiar topics, using appropriate language.		
CE2.1.3 Taking part in discussions <u>with two or more other people in a familiar situation</u>		
CE2.2 Reading		
C2.2.1 Reading, understanding and obtaining information <u>on familiar everyday topics</u> from short straightforward documents.	Reading about topic , in preparation for a discussion / writing a short document .	
CE2.3 Writing		
CE2.3.1 Writing a short document to communicate information to a <u>given audience in a given format</u> using appropriate language.	Writing a type of document about topic for an audience of audience .	

ESW PLANNING DOCUMENTS - COMMUNICATION

Essential Skills Wales: Communication Entry Level 3		
Skill/s to be developed	Context	Portfolio Evidence
CE3.1 Speaking and listening		
CE3.1.1 Understanding and responding to spoken language <u>in a face-to-face</u> situation.	face-to-face discussion in a group with at least two other people about topic .	
CE3.1.2 Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions on familiar topics, using appropriate language.		
CE3.1.3 Taking part in formal discussions <u>with two or more other people in a familiar situation</u> .		
CE3.2 Reading		
CE3.2.1 Reading, understanding and obtaining information <u>independently</u> from short straightforward documents on familiar topics. At least one document must contain an image.	Reading about topic , in preparation for a discussion / writing a short document .	
CE3.3 Writing		
CE3.3.1 Writing a short document to communicate relevant information and opinion(s) to a given audience in an agreed format, using appropriate language.	Writing a type of document about topic for an audience of audience .	

ESW PLANNING DOCUMENTS - COMMUNICATION

Essential Skills Wales: Communication Level 1		
Skill/s to be developed	Context	Portfolio Evidence
C1.1 Speaking and listening		
C1.1.1 Understanding and responding to spoken language <u>in a range of contexts</u> .	Formal face-to-face discussions in a group with at least two other people about topic .	
C1.1.2 Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions on familiar topics, using appropriate language, and in a range of contexts		
C1.1.3 Taking part in formal discussions <u>with two or more other people</u> .		
C1.2 Reading		
C1.2.1 Reading, understanding and obtaining information <u>independently</u> from at least <u>two different types of documents</u> . At least one document must contain <u>an image</u> . One document must be at least <u>250 words</u> long.	Reading about topic , in preparation for a discussion / writing a short document .	
C1.3 Writing		
C1.3.1 Writing short documents of different types to communicate information to a <u>familiar audience</u> in appropriate formats and using language that is appropriate to purpose and audience. <u>One document must be at least 250 words long</u> .	Writing a type of document about topic for an audience of audience .	

ESW PLANNING DOCUMENTS - COMMUNICATION

ESW: Communication Level 2		
Skill/s to be developed	Context	Portfolio Evidence
C2.1 Speaking and listening		
2.1.1 Understanding and responding to spoken language on <u>a range of topics</u> and in a range of contexts.	(a) Formal face-to-face discussions with at least two other people about topic(s)	
2.1.2 Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions on <u>familiar and unfamiliar topics</u> , using <u>appropriate language and non-verbal communication</u> , and in a <u>range of contexts</u> .		
2.1.3 (a) Taking part in formal discussions with two or more other people 2.1.3 (b) Giving a talk/presentation of at least four minutes.		

ESW PLANNING DOCUMENTS – COMMUNICATION

Skill/s to be developed	Context	Portfolio Evidence
C2.2 Reading		
<p>2.2.1 Reading, understanding and summarising information from <u>at least two documents</u> about <u>the same subject</u>.</p> <p>Each document must be at least 500 words long. At least <u>one</u> must contain reasoning and at least <u>one</u> must contain an image.</p>	<p>Reading at least two document about topic, in preparation for a discussion / talk/presentation / writing a short document</p>	
C2.3 Writing		
<p>2.3.1 Writing <u>two documents of different types</u>, each one giving <u>different information</u> to <u>different audiences</u> in appropriate formats and using language that is appropriate to purpose and audience.</p> <p><u>One document must be at least 500 words long.</u></p>	<p>Writing a type of document about topic for the purpose of purpose to an audience of audience.</p>	

ESW PLANNING DOCUMENTS – COMMUNICATION

ESW: Communication Level 3		
Skill/s to be developed	Context	Portfolio Evidence
C3.1 Speaking and listening		
3.1.1 Understanding and responding to spoken language on a <u>range of topics</u> and in a <u>range of contexts</u> .	(a) Formal face-to-face discussions with at least two other people about topic (b) A talk/presentation about topic	
3.1.2 Speaking to communicate <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions on a range of <u>familiar and unfamiliar topics</u> , using <u>appropriate language</u> and <u>non-verbal communication</u> , and in a <u>range of contexts</u> .		
3.1.3 (a) Taking part in formal discussions with two or more other people 3.1.3 (b) Giving a talk/presentation of at least eight minutes.		

ESW PLANNING DOCUMENTS – COMMUNICATION

C3.2 Reading		
<p>3.2.1 Reading, understanding and synthesising information from at least <u>two documents about the same subject</u>.</p> <p>Each document must be at <u>least 1,000 words long</u>. At least <u>one must contain complex information or reasoning</u> and at least one must contain an image</p>	<p>Reading at least two documents about topic, in preparation for a discussion / talk/presentation / writing a short document</p>	
C3.3 Writing		
<p>3.3.1 Writing two documents of <u>different types</u>, each one giving <u>different information to different audiences about complex subjects</u> in appropriate formats and using language that is <u>appropriate to purpose and audience</u>. <u>One document must be at least 1,000 words long</u>.</p>	<p>Writing a type of document about topic for the purpose of purpose to an audience of audience.</p>	

ESW PLANNING DOCUMENTS – COMMUNICATION

ESW: Communication Level 4		
Skill/s to be developed	Context	Portfolio Evidence
C4.1 Developing a Strategy		
C4.1.1 Developing a strategy for using Communication skills over an extended period of time		
C4.2 Monitoring Progress		
C4.2.1 Monitoring progress and adapting strategy as necessary in order to achieve the quality of outcomes required in involving at least: <ul style="list-style-type: none"> • One group discussion about a complex subject • One document of at least 1,000 words about a complex subject. 		Group Discussion template available
C4.3 Presenting outcomes and evaluating strategy		
4.3.1 Presenting outcomes of work, using at least one formal oral presentation		Observation Template available
4.3.2 Evaluating the effectiveness of your strategy and identifying ways to further develop communication skills		

NB Template only provided – candidates must identify relevant strategies.